DOCUMENT RESUME

ED 069 907 VT 017 664

| | |
|---|---|
| AUTHOR | Jarvis, Bob; Stevenson, William W. |
| TITLE | The Effects of the 1971 Vo-Tech New Teacher Training Program on the Teaching Activities of Nineteen Beginning Vocational Teachers in Oklahoma. |
| INSTITUTION | Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. on Research, Planning, and Evaluation. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C.; Oklahoma State Dept. of Education, Oklahoma City. |
| PUB DATE | Jul 72 |
| NOTE | 62p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | Activity Learning; Administrator Attitudes; *Beginning Teachers; Developmental Programs; *Inservice Programs; *Professional Training; *Program Effectiveness; Program Evaluation; Program Improvement; Resource Materials; Self Evaluation; Tables (Data); Teaching Experience; Vocational Development; *Vocational Education Teachers |
| IDENTIFIERS | Education Professions Development Act; EPDA; *Oklahoma |

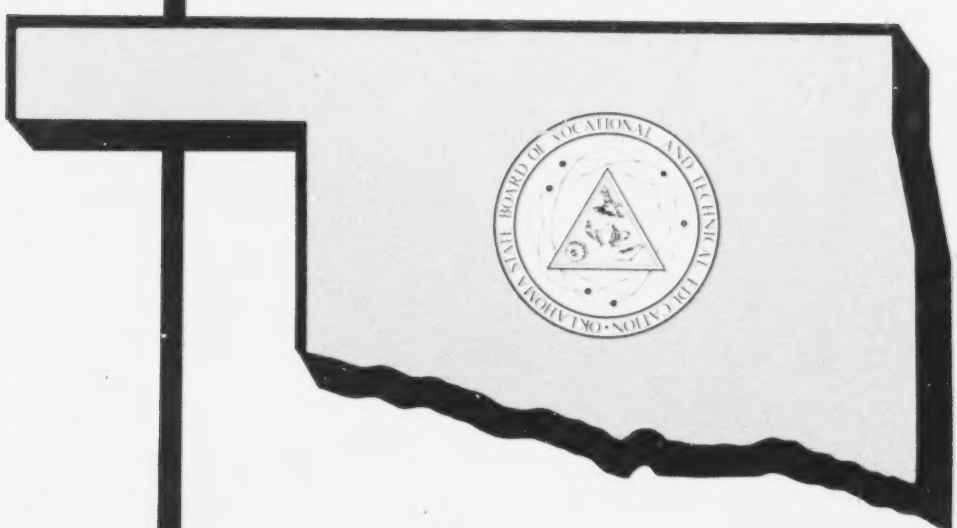
ABSTRACT

The purpose of this study was to measure the effects of the 1971 summer training program conducted for 19 vocational instructors beginning their first year in teaching without previous teaching experience and training in teacher education. Hired from business and industry because of their technical competence in their field, the program participants were compared with a control group of selected non-participant first-year instructors of similar educational background and trade experience. Two questionnaires were developed, validated, pilot tested by other instructors and administrators, and administered by means of personal interviews both to the control and to the experimental group. Data were analyzed in order to make recommendations for program improvement and to determine if the course content was suited to the needs of beginning vocational education teachers. Results indicated that: (1) Treated groups rated their own performance higher; (2) The procedures taught in the course were utilized by program participants; (3) The relevance and effectiveness of the program increased the participants' teaching effectiveness, according to the administrators employing them; and (4) Priorities varied widely among various professional groups. Various tables present the data. The program proposal, budgeting, scheduling, and the evaluation instruments are appended. (AG)

ED 069907

# "The Effects of the 1971 VO-TECH New Teacher Training Program on the Teaching Activities of Nineteen Beginning Vocational Teachers in Oklahoma"

BOB JARVIS



STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION /STILLWATER, OKLAHOMA
DIVISION OF RESEARCH, PLANNING, AND EVALUATION

VT 17681

FD 069907

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

# THE EFFECTS OF THE 1971 VO-TECH NEW TEACHER TRAINING PROGRAM ON THE TEACHING ACTIVITIES OF NINETEEN BEGINNING VOCATIONAL TEACHERS IN OKLAHOMA

By

Bob Jarvis
and
William W. Stevenson

State Department of Vocational and Technical Education
Division of Research, Planning, and Evaluation
1515 West Sixth Avenue
Stillwater, Oklahoma

July, 1972

ACKNOWLEDGMENT

This type of study could not have been completed without the support and cooperation of many individuals. I would like to express my appreciation to four groups in particular: the participants of the New Teacher Training Program of 1971, the instructors that were selected as the control group, the area school administrators and the state staff members that completed the questionnaires for data collection. Many of these individuals gave of their private time to assist in the completion of these questionnaires.

My sincere appreciation goes to Dr. Bill Stevenson for the guidance and support he and his staff provided, and in particular to Mr. Gary Ward for his help in preparing the instruments and the statistical work on the data. My thanks also to Miss Paula Keller for help in the typing and publishing of the final report.

TABLE OF CONTENTS


| Chapter | | Page |
|---|---|---|
| I. | INTRODUCTION | 1 |
| | Purpose of the Study | 1 |
| | Method of Evaluation | 2 |
| | Objectives | 2 |
| | Limitations and Assumptions | 3 |
| II. | PRESENTATION OF FINDINGS | 4 |
| | Instructor's Questionnaire | 4 |
| | Administrator's Questionnaire | 22 |
| III. | SUMMARY | 26 |
| | Recommendations for Program Improvement | 28 |
| | Critique | 29 |
| APPENDIX A | | 30 |
| APPENDIX B | | 45 |
| APPENDIX C | | 53 |

LIST OF TABLES


| Table | | Page |
|---|---|---|
| I. | Average Number of Times Selected Teaching Functions Performed Per Week | 5 |
| II. | Rank Order of Percent of Time Spent on Selected Teaching Functions | 7 |
| III. | Average Self Evaluation of Performance in Selected Instructional Areas | 9 |
| IV. | Individual Performance of Teaching Functions Contained in Training Program | 11 |
| V. | Instructors' Ranking of Importance of Selected Teaching Functions | 14 |
| VI. | Comparison of Time Spent With Ranked Importance of Selected Activities by Treated Group | 19 |
| VII. | Ratings of Importance by Treated Group, Control Group, School Administrators, State Staff and Teacher Trainers | 21 |
| VIII. | Administrators Evaluation of Treated Group as Compared to Other First-Year Teachers | 23 |

# CHAPTER I

## INTRODUCTION

In the summer of 1971, a Vocational and Technical New Teacher Training Program was conducted for nineteen vocational instructors beginning their first year in teaching. These teachers had no previous teaching experience and no training in teacher education. They were hired directly from business and industry and possessed technical competence in the area to be taught. The program was held at the Great Plains Area Vocational-Technical School in Lawton, Oklahoma, in conjunction with the State Department of Vocational and Technical Education. Support for the program came from EPDA (Education Personnel Development Act) funds administered by the Oklahoma State Department of Education.

The purpose was to prepare the participants for teaching in the area vocational-technical schools and other public schools' vocational programs. The training was four weeks in length and was designed to give the participants a better understanding of the philosophy of vocational education, federal and state laws influencing vocational education, introduction to teaching methodology, direct observation, and experience in student teaching.

### Purpose of the Study

The purpose of this study is to measure the effects of the Vocational and Technical New Teacher Training Program on the participants

of the 1971 session and to provide insight through recommendations and comments for program improvement.

## Method of Evaluation

In compliance with original funding of the Vocational and Technical New Teacher Training Program, provisions for evaluation indicated certain procedures.

The evaluation program was designed to compare the participants of the program with selected non-participant first-year instructors of similar educational background and trade experience. The selection of the control group was accomplished with the aid of personnel of the various State Department divisions involved. The instrument was then administered by personal interview to both the participants of the program and the control group.

An additional questionnaire was developed to measure the responses of the administrators who were in direct supervision of the instructors during their first year's experience in the classroom. Again, in this instance, the personal interview was utilized for data collection.

The validity of the instruments developed was established through direct revelance of the content of the questionnaire to the New Teacher Program content, critiques by members of the staff of the Division of Research, Planning, and Evaluation of the State Department of Vocational and Technical Education, and testing the instrument on instructors and administrators not related to the treated or control group.

## Objectives

The evaluation of the Vocational and Technical New Teacher Training Program was designed to accomplish the following objectives.

1. To determine if the course content was designed to meet the needs of first-year teachers in vocational and technical education programs.
2. To collect and analyze data and to make recommendations for program improvement.

## Limitations and Assumptions

The selection of the control group was accomplished by matching on an individual basis the trade area, educational background, and experience of the non-treated individuals to those of the treated group. A limitation of this is the impossibility of identical duplication of the treated group for evaluation purpose. Every effort was made to select a homogeneous group from which to draw the comparisons.

Also it should be noted that one individual who was in the treated group did not teach upon completion of the program and another who is no longer teaching was not available for testing. These two individuals were not included in this study.

It was assumed that there was enough commonality of the treated and control groups to justify comparison.

## CHAPTER II

## PRESENTATION OF FINDINGS

### Instructor's Questionnaire

Section I

The tested groups were asked to react to a list of actions and items that have been established in methods of instruction as necessary functions for a well-rounded vocational program. The purpose was to evaluate the frequency of use of these items in actual teaching situations.

Findings. In Section I there was no significant difference indicated between the two groups. The score of 8.225 using the Mann Whitney U-Test for differences between independent samples indicated this conclusion.

It is felt by the evaluator that accessibility of some of the items brings many variables into the data. However, it is indicated that since there was no significant difference in group comparison, that the frequency of use of the items is dependent upon individual classroom situations. This indicates that some items in this section are more relevant to a certain individual and his teaching habits for his particular trade area than for other individuals or trade areas.

However, it is interesting to note that on items 3, 6, and 7 the treated group did appear to utilize audiovisual equipment in their

TABLE I

AVERAGE NUMBER OF TIMES SELECTED TEACHING FUNCTIONS PERFORMED PER WEEK

| Item No. | Item | Treated Group | Non-Treated Group |
|---|---|---|---|
| 1. | use "mock-up" in class demonstrations | 1.9 | 1.9 |
| 2. | use assignment sheets | 2.3 | 2.6 |
| 3. | use an overhead projector | 2.3 | 1.5 |
| 4. | use live projects in classroom demonstrations | 2.4 | 2.0 |
| 5. | use lesson plans | 4.0 | 3.6 |
| 6. | use the chalkboard | 4.4 | 3.6 |
| 7. | use a film projector | 1.0 | 0.7 |
| 8. | use wall charts | 2.1 | 1.6 |
| 9. | use job sheets | 3.0 | 2.2 |
| 10. | use live projects | 3.5 | 3.2 |
| 11. | use community resources | 1.9 | 1.7 |
| 12. | use progress charts | 3.5 | 2.8 |
| 13. | use information sheets | 3.6 | 2.6 |
| 14. | evaluate student performance | 4.0 | 4.2 |
| 15. | use operation sheets | 2.5 | 1.3 |

programs to a greater extent than did the non-treated group. Also the treated group indicated that they did use job sheets, progress charts, and information sheets, items 9, 12, and 13, more frequently than did the non-treated group.

Section II

The groups were asked to react to and assign the percentage of class time that they devoted to each of the fifteen areas listed. This was an effort to check for correlation between the groups.

Findings. In this section the tests used indicated similarity of response of the groups. Two different tests were used: the Kendall Rank-Order Correlation produced a correlation of .6220, while the Pearson Product Moment Correlation produced a .9377. While these tests did generate two numerical scores, their level of significance is approximately the same.

The results of this section indicates that the two groups were very similar in the percentages of time that they devoted to the listed areas. This is pointed out by looking at the top three listings by each group. The treated group listed item number thirteen, "practical application" as the highest percentage of time used, while the control group ranked this item as number two. The treated group also listed item number ten, "trade instruction," as second highest while the control group listed it as the highest percentage. On item fourteen, both groups agreed that it was the third highest in time usage of the listed areas.

TABLE II

AVERAGE PERCENT OF TIME SPENT ON
SELECTED TEACHING FUNCTIONS

| Item No. | Item | Treated Group | Non-Treated Group |
|---|---|---|---|
| 1. | student counseling | 4.26 | 3.71 |
| 2. | care of shop | 5.06 | 5.21 |
| 3. | record keeping | 3.33 | 2.82 |
| 4. | employment opportunities | 3.53 | 4.18 |
| 5. | safety training | 5.15 | 4.24 |
| 6. | leadership training | 5.09 | 3.36 |
| 7. | student control | 3.21 | 3.68 |
| 8. | preventative maintenance on equipment | 2.59 | 2.91 |
| 9. | student placement | 3.36 | 3.65 |
| 10. | trade instruction | 19.95 | 19.62 |
| 11. | field trips | 1.77 | 1.18 |
| 12. | personal appearance and grooming | 2.54 | 4.18 |
| 13. | practical application | 26.74 | 19.35 |
| 14. | production | 10.69 | 19.18 |
| 15. | student evaluation | 3.82 | 4.24 |

It should be noted that the type of program taught may have a definite effect on the amount of time required by different areas of a vocational program.

Section III

In this section both groups were asked to rate their performance in instructional areas that were contained in the course of study for the New Teacher Training Program.

Findings. While the groups were not significantly different on Section III at the .05 level on a one-tailed t-test, they were different at the .15 level.

Generally this could be interpreted to indicate that the treatment group did as a whole rate themselves better. It is felt by this evaluator that the treated group exhibited more confidence in themselves and thus in their ability to actually teach their trade area.

As indicated in Table III, the treated group scored a higher percentage by line item than the non-treated group. The participants of the Teacher Training Program scored higher on 17 of the 20 items listed on the questionnaire. It is felt by this evaluator that the performance by line item is dependent on the particular teaching situation of each of the instructors.

The treated group by scoring themselves at a higher percentage supported the course outline of the New Teacher Training Program. It would appear the subject areas covered were in direct relationship to the actual needs of first-year teachers.

TABLE III

AVERAGE SELF EVALUATION OF PERFORMANCE
IN SELECTED INSTRUCTIONAL AREAS

| Item No. | Item | Treated Group | Non-Treated Group |
|---|---|---|---|
| 1. | preparation for classroom activities | 3.29 | 3.00 |
| 2. | security of equipment | 3.76 | 3.47 |
| 3. | safety | 3.88 | 3.52 |
| 4. | control of students | 3.64 | 3.23 |
| 5. | participation in professional activities | 2.76 | 2.70 |
| 6. | following local school regulations | 3.82 | 3.88 |
| 7. | care of shop | 4.05 | 3.64 |
| 8. | class demonstrations | 3.47 | 3.23 |
| 9. | preparation of lesson plans | 3.00 | 2.94 |
| 10. | selection of audiovisual materials | 2.70 | 2.76 |
| 11. | outlining course objectives | 3.17 | 2.88 |
| 12. | outlining student objectives | 3.29 | 2.88 |
| 13. | student placement | 3.05 | 2.70 |
| 14. | individual student record keeping | 3.23 | 3.52 |
| 15. | utilization of lesson plans | 3.17 | 3.00 |
| 16. | teaching your technical field | 4.11 | 3.52 |
| 17. | long-range planning | 3.29 | 3.05 |
| 18. | short-range planning | 3.47 | 2.88 |
| 19. | public relations | 3.64 | 2.88 |
| 20. | preparation of teaching aids | 3.41 | 2.82 |

*RATING SYSTEM: 1 - Poor; 2 - Fair; 3 - Average; 4 - Good; 5 - Very Good

Section IV

Section IV was designed to determine if the test groups executed certain actions and functions that were contained in the New Teacher Training Program.

Findings. The results indicated that on a whole there was a significant difference in favor of the treated group. Significant difference at the .05 level was established by the use of chi-square measure of difference.

All the items in this section could have satisfactorily received a yes response based on an accepted mode of operation except item number 21. This item, concerning the use of "bluff tactics" on students, was intentionally placed in the questionnaire to check for set response.

It is interesting to note that on item 12, the treated group seemed to feel that they had better student control than did the control group. Item number 15 also indicated a marked difference between the groups, in favor of the treated group, in arrangement of equipment and tools. On item number 18, the treated group showed only slightly stronger support for use of shop inspection teams than did the control group. On item 19, the results were slightly in favor of the control group as far as use of advisory committees. However, it should be pointed out that neither group showed much support for these two areas.

On items 4, 6, 8, 11, and 13 the treated group responses were stronger while on items 1, 2, and 5 the control group showed stronger reaction. It is interesting to note that item 21 indicated that the use of bluff tactics was more prevalent with the control group. The remainder of the items either had similiar or identical responses.

TABLE IV

INDIVIDUAL PERFORMANCE OF TEACHING FUNCTIONS
CONTAINED IN TRAINING PROGRAM

| Item No. | Item | Treated Group | | Non-Treated Group | |
|---|---|---|---|---|---|
| | | Yes | No | Yes | No |
| 1. | outline acceptable student conduct | 14 | 3 | 17 | 0 |
| 2. | have an organized safety program | 10 | 7 | 14 | 3 |
| 3. | keep an accurate equipment inventory | 15 | 2 | 14 | 3 |
| 4. | use trade accepted standards with your students | 17 | 0 | 15 | 2 |
| 5. | support and enforce school policies | 15 | 2 | 17 | 0 |
| 6. | have a plan for each day's activity | 14 | 3 | 11 | 6 |
| 7. | arrive in classroom prior to students | 17 | 0 | 17 | 0 |
| 8. | prepare demonstrations prior to class time | 16 | 1 | 13 | 4 |
| 9. | preview films prior to showing | 9 | 8 | 6 | 11 |
| 10. | have well defined objectives for students | 14 | 3 | 16 | 1 |
| 11. | have well defined course objectives | 16 | 1 | 14 | 3 |
| 12. | good student control | 17 | 0 | 12 | 5 |
| 13. | administer discipline fairly | 17 | 0 | 15 | 2 |

TABLE IV (CONTINUED)

| Item No. | Item | Treated Group | | Non-Treated Group | |
|---|---|---|---|---|---|
| | | Yes | No | Yes | No |
| 14. | have a clean and orderly shop and classroom | 16 | 1 | 16 | 1 |
| 15. | have tools well displayed | 17 | 0 | 10 | 7 |
| 16. | use eye safety equipment | 14 | 3 | 12 | 5 |
| 17. | have definite job assignments for the students | 15 | 2 | 14 | 3 |
| 18. | have a shop inspection team | 5 | 12 | 1 | 16 |
| 19. | have an advisory committee | 4 | 13 | 6 | 11 |
| 20. | use community resources | 13 | 4 | 10 | 7 |
| 21. | use "bluff tactics" on students | 6 | 11 | 3 | 14 |
| 22. | have a punctual record keeping system | 14 | 3 | 13 | 4 |
| 23. | analyze your trade area | 11 | 6 | 10 | 7 |
| 24. | establish standards for your program | 14 | 3 | 14 | 3 |
| 25. | use a progress chart | 11 | 6 | 10 | 7 |

Section V

The tested groups were asked to rank fifteen items from 1 (being most important) to 15 (being least important). This was done to observe the value that the individuals of the groups placed on the items that were listed.

Findings. Using the Pearson Product Moment Correlation, there was a .7941 correlation between the groups. It should be noted that both groups ranked trade instruction, item number six, and practical application, item number three, as one and two respectively.

After reviewing the results, it is the opinion of the evaluator that some of the strengths and weaknesses of the teacher may be indicated through this ranking section. It should be taken into consideration that certain programs may place priorities on different areas.

Section VII

This section was to be completed by the participants of the New Teacher Training Program only. Their responses to each of the questions will be listed as they were recorded.

1. Did you have an active youth organization in connection with your program? 12 Yes 5 No

   (Interpretation: 71 percent of the participants had active youth organizations)

2. Was the subject content of the program relevant to your first-year needs? 15 Yes 2 No

   (Interpretation: 88 percent of the participants felt that the subject content of the program was relevant to first-year needs)

TABLE V

INSTRUCTORS' RANKING OF IMPORTANCE OF SELECTED TEACHING FUNCTIONS*

| Line No. | Item | Treated Group | Non-Treated Group |
|---|---|---|---|
| 1. | student evaluation | 7.38 | 8.94 |
| 2. | production | 7.29 | 5.00 |
| 3. | practical application | 4.82 | 4.53 |
| 4. | field trips | 10.82 | 11.47 |
| 5. | personal appearance and grooming | 8.88 | 7.00 |
| 6. | trade instruction | 3.18 | 4.18 |
| 7. | student placement | 10.29 | 9.06 |
| 8. | preventative maintenance on equipment | 10.00 | 8.65 |
| 9. | student control | 7.12 | 5.35 |
| 10. | leadership training | 6.59 | 8.29 |
| 11. | safety training | 5.00 | 6.18 |
| 12. | employment opportunities | 9.88 | 8.82 |
| 13. | record keeping | 12.29 | 10.53 |
| 14. | care of shop | 8.12 | 9.12 |
| 15. | student counseling | 7.18 | 9.41 |

*1 - Most Important

3. To what degree did the student teaching phase of the program help you?

. More time should have been used for teaching--it helped get rid of the nervous tension

. Could not have taught without program

. Helped to know what to expect

. I feel the teaching experience at Oklahoma State Tech was the most valuable of all the program

. None; I was with the carpentry division, mine was not available

. It was very helpful in helping me in my methods of presentation

. Very little

. Considerably; the emphasis on the individual character of students was good

. This program helped very much

. I've had these same classes when taking teacher-training in college

. It helped you to arrange your lessons in an orderly manner

. Helped in organizing lectures and presenting material in a learnable manner

. It was a lot of help and the most important part of the training

. The program was helpful to me 100 percent because I knew nothing about teaching

. It helped me to overcome a sense of fear of the classroom

. Gave me a chance to face the fire before school actually started; pointed up many deficiencies

. It gave direction; it gave an overview of all phases that needed to be covered; without it I would be three years behind

4. What recommendations would you have for improvement of the program?

- The students should be treated as young men or women--not high school children; the teacher should be taught this
- I think more time should be spent on "how to teach" and practice teaching
- More preparation
- More practice teaching
- Less time spent by personnel of the State Department of which too much time was repeat; more time could be spent at Oklahoma State Tech
- Trade analysis; shop safety
- I feel the real need is the coordination with all directors
- Less time devoted to lengthy speeches on "history" and more time devoted to audiovisual, curriculum, and practical classroom encounters
- More time student teaching
- Take all those teacher education classes and put them into one class
- Have more thorough coverage on what VICA does for a student; spend more time on student teaching
- More time in the student teaching phase; not so many short (15-30 minute) subject speakers; more on developing training aids, audiovisual, etc., mock-ups; cut away items
- Give the new teacher firm facts on what he can do about discipline; how to get rid of undesirable students; who the new teacher is working for
- I think the program could be improved by adding more time for Health Occupations Services; there are many, many phases different in Health Occupations that were not covered
- More organization of presentations
- Less repetition of the University make up; more time spent in learning preparation of lesson plans; organization of shops, where to get films, etc.

. More time spent on classroom situations, things to cover such as safety, assignment boards, methods of teaching, discipline, counseling.

5. Comments

. The student should prepare a lesson all of his own and not have to repeat the teacher's lesson.

. I thought program was needed. It was a great help.

. The program was very good as a whole and helpful for new teachers. The acquaintance with State Department heads also has been helpful. Credits should have been given toward the 16 basic hours.

. Enjoyed the course very much.

. I feel that I could not have accomplished the job I did without the training program.

. The program was of definite value to an individual entering the teaching profession. The content of the program should be devoted to practical classroom experience and less time to history. One session on "History and Philosophy" is sufficient.

. First-year teachers have a full load to get their program started. If they didn't have to attend night classes or teach night class that first year, they would have more time to set up their program. Then night classes or an adult program could be started the second year.

. I have gone through many education classes and they all end up saying the same thing. Experience with several instructors who have taught for many years would have been more beneficial. Get rid of all the "frills" and "fancy talk" and have one good class instead of ten general classes.

. Explain more completely to instructors the importance of leadership training.

. OSU is to dictatorial.

. The program helped me tremendously. I was able to go into the classroom for the first time with confidence. Confidence that I could master the job and help the student.

- I see the past program as a good one. I hate to think of the problems I would have had if it were not for the orientation last summer. I feel it would help any first-year instructor.
- The summer course was very helpful. I didn't walk into class blind the first day. It prepared me to teach and also plans to carry out.
- Without the program I would have fallen flat on my face.
- Feel that this is the best way to spend money for education teachers.

Treated Group Comparisons of Sections II and V

It was felt by this investigator that individuals place importance at one level while involving an unrealistic amount of time in areas that do not show such a high order of significance.

In the design of Questionnaire Section II, the percentage of time devoted to listed activities was sought. Section V of the questionnaire asked for a ranking by importance of the same items on Section II, but in reverse order. This was to change the section so as not to be readily identified as the same items in Section II. (See Instructor's Questionnaire, Appendix B).

Then with the two sets of separate responses, the evaluator hoped to see if the treated group actually did place more importance on certain items and utilize more time on others.

Findings. While the Kendall Rank-Order correlation produced a .6095, it is of more importance to compare the sections by line item. Since the results did indicate that the individuals did spend more time on items that were ranked more important, it should be noted that it is true that amount of time devoted to an area is directly relevant to its importance according to teachers.

TABLE VI

COMPARISON OF TIME SPENT WITH RANKED IMPORTANCE OF SELECTED ACTIVITIES BY TREATED GROUP

| Item No. | Item | Section II Time | Section V Importance |
|---|---|---|---|
| 1. | student counseling | 7 | 5.5 |
| 2. | care of shop | 6 | 9 |
| 3. | record keeping | 11 | 15 |
| 4. | employment opportunities | 9 | 11 |
| 5. | safety training | 4 | 3 |
| 6. | leadership training | 5 | 4 |
| 7. | student control | 12 | 5.5 |
| 8. | preventative maintenance on equipment | 13 | 12 |
| 9. | student placement | 10 | 13 |
| 10. | trade instruction | 2 | 1 |
| 11. | field trips | 15 | 10 |
| 12. | personal appearance and grooming | 14 | 14 |
| 13. | practical application | 1 | 2 |
| 14. | production | 3 | 7 |
| 15. | student evaluation | 8 | 8 |

(NOTE: In using this table you should read as follows, "On question number one, the percentage of time spent was ranked '7' and the importance was '5.5'.)

Comparison of Section V Responses From Treated Group, Control Group, School Administrators, State Staff and Teacher Trainers

In addition to the analysis of the data from the questionnaires between the treated and control group, it was felt that other persons who are related to vocational education should rank the items of Section V. It is important to note that different groups and individuals react and feel differently about the same things. In education at times the idealogical approach is used in teacher preparation and supervision.

For this reason, the evaluator hoped to present some indication of how the different groups of the vocational education family rate the items listed in Section V of the Instructor's Questionnaire.

Along with the two groups that were tested in this study, three of the five school administrators, three of the state staff from Trade and Industrial Education, and two teacher trainers were asked to rank the same items for importance. The Trade and Industrial Division was used due to the fact that approximately 90 percent of the tested group were in that division.

The results of comparison is presented for each individual's own interpretation. It is interesting to note on items 3, 4, 6, 9, and 11 how very closely all the groups rated the importance. Opinions of importance differed widely on item 7, student placement. It should be noted, however, that most items were similarly ranked by all groups.

TABLE VII

RATINGS OF IMPORTANCE BY TREATED GROUP, CONTROL GROUP, SCHOOL ADMINISTRATORS, STATE STAFF AND TEACHER TRAINERS

| Item No. | Item | Treated Group | Control Group | School Administrators | State Staff | Teacher Trainers |
|---|---|---|---|---|---|---|
| 1. | student evaluation | 8 | 10 | 7.5 | 12 | 8 |
| 2. | production | 7 | 3 | 7.5 | 14 | 3 |
| 3. | practical application | 2 | 2 | 2 | 1 | 1 |
| 4. | field trips | 14 | 15 | 11 | 15 | 12 |
| 5. | personal appearance and grooming | 10 | 6 | 6 | 7 | 11 |
| 6. | trade instruction | 1 | 1 | 1 | 2 | 2 |
| 7. | student placement | 13 | 11 | 3 | 3 | 7 |
| 8. | preventative maintenance on equipment | 12 | 8 | 15 | 10.5 | 13 |
| 9. | student control | 5.5 | 4 | 4 | 6 | 4 |
| 10. | leadership training | 4 | 7 | 12 | 5 | 14 |
| 11. | safety training | 3 | 5 | 5 | 4 | 6 |
| 12. | employment opportunities | 11 | 9 | 10 | 13 | 9 |
| 13. | record keeping | 15 | 14 | 14 | 10.5 | 15 |
| 14. | care of shop | 9 | 12 | 9 | 9 | 9 |
| 15. | student counseling | 5.5 | 13 | 13 | 8 | 5 |

Administrator's Questionnaire

Section I

The administrators that employed the participants of the New Teacher Training Program were asked to rate these individuals in respect to other first-year teachers that they had supervised. They were asked to rate the participants as (1) more effective, (2) equally effective, or (3) less effective than a first-year teacher without the program.

On items 1, 2, and 4 concerning lesson plans and assignment sheets, all the administrators felt that the participants were more effective than other first-year teachers they had supervised. They also felt that in the areas of leadership training and safety, items 16 and 17, the treated group was more effective.

Four of the five administrators rated the treated group as more effective on items 3, 5, 7, 10, 11, 12, 13, 20, and 23. While the other rated them as equally effective as other first-year teachers without the program.

The remaining items of the section, numbers 6, 8, 9, 18, 19, 21, 22, 24, and 25 (except numbers 14 and 15) received a rating three to two in favor of the teachers being more effective while the two was again rated as equally effective.

On item 14, four of the five rated their teachers as equally effective and one rated them as more effective. On item 15 three of the administrators rated the instructors as equally effective and two as more effective.

TABLE VIII

ADMINISTRATORS' EVALUATION OF TREATED GROUP AS COMPARED TO OTHER FIRST-YEAR TEACHERS

| Item No. | Item | More Effective | Equally Effective | Less Effective |
|---|---|---|---|---|
| 1. | preparation of lesson plans | 5 | 0 | 0 |
| 2. | effective use of lesson plans | 5 | 0 | 0 |
| 3. | use of job sheets | 4 | 1 | 0 |
| 4. | assignment sheets | 5 | 0 | 0 |
| 5. | information sheets | 4 | 1 | 0 |
| 6. | live projects | 3 | 2 | 0 |
| 7. | audiovisual materials | 4 | 1 | 0 |
| 8. | record keeping | 3 | 2 | 0 |
| 9. | student trade preparation | 3 | 2 | 0 |
| 10. | student control | 4 | 1 | 0 |
| 11. | public relations | 4 | 1 | 0 |
| 12. | preventative maintenance | 4 | 1 | 0 |
| 13. | care of shop | 4 | 1 | 0 |
| 14. | grooming | 1 | 4 | 0 |
| 15. | awareness of employment opportunities for students | 2 | 3 | 0 |
| 16. | leadership training | 5 | 0 | 0 |
| 17. | safety | 5 | 0 | 0 |
| 18. | professional organizations | 3 | 2 | 0 |
| 19. | following school regulations | 3 | 2 | 0 |
| 20. | long-range planning | 4 | 1 | 0 |
| 21. | care of equipment | 3 | 2 | 0 |
| 22. | ability to work with others | 3 | 2 | 0 |
| 23. | short-range planning | 4 | 1 | 0 |
| 24. | student counseling | 3 | 2 | 0 |
| 25. | student placement | 3 | 2 | 0 |

It is the opinion of this investigator that for the most part, the administrators felt that this was a very beneficial program for their new staff members. Seventy-three percent of the responses indicated that the treated group was more effective while twenty-seven percent indicated equally effective and none less effective than teachers without the training program.

Section II

The administrators were asked to complete this section and their responses were as follows.

1. Was the program advantageous to your instructors? 5 Yes 0 No

   (Interpretation: One hundred percent of the administrators interviewed felt that the program was advantageous to their instructors)

2. Should it be a requirement of all new teachers to attend a similar course prior to entering the classroom? 5 Yes 0 No

   (Interpretation: One hundred percent of the administrators interviewed felt that the program was advantageous to their instructors)

   Explanation of "Yes" responses:

   - If at all possible
   - Yes, if possible to fund
   - This would ease the strain of facing the first teaching situation
   - Many new teachers are not aware of the many and various problems involved in teaching. I believe this is equal to "block" teaching.
   - Many problems can be avoided with proper orientation

3. List some of the most common weaknesses found with new teachers in vocational and technical areas.

    . Lack of organization; inability to plan activities for the allotted time; inability to prepare adequate lesson plans

    . Planning, organization, handling students, use of advisory committees, placement, follow-up

    . A lack of understanding how a school operates from day to day

    . Uncertainity; "two or more bosses"; failure to report problems to administration in fear of reprimand

    . Discipline; inability to understand reasons for school policy and reasons for school action

4. Recommendations for program improvement

    . More student involvement with high school students in a summer program

    . Use teachers and administrators already employed in area schools

    . None

    . Some time spent on reasons why things can't be done immediately in a school situation

## CHAPTER III

## SUMMARY

Every effort was made to present the data in a form that is easily used and pertinent to the many different areas of teacher preparation.

In Section I there was apparently no significant difference in the number of times different teaching aids and functions were used by both groups. A limiting factor in this section proved to be the availability of many of the teaching aids. However, some of the areas that were covered in the new teacher training did appear to be used slightly more often by the treated group.

In Section II the results indicated that the groups were similar in the percentage of time that they devoted to the listed areas. This may be due to the "trade" backgrounds of both groups and the fact that they were matched as closely as possible for the study.

Self evaluation was the purpose of Section III. By a line item evaluation of the results, indications were that for the most part, treated groups rated their performance of selected functions higher than did the non-treated group.

There was a marked difference in Section IV. The participants of the new teacher training program did utilize the procedures and methods that were contained in the course content.

It was interesting to find that in Section V that when the groups were asked to rank items as far as importance, there was a 63 percent agreement between the groups.

In Section VII only the treated group responded to questions concerning the New Teacher Training Program. Of this group, 71 percent were actively involved with youth organizations and 88 percent felt that the subject content of the program was relevant to their first-year needs. They also had several comments about the student teaching phase and recommendations for program improvement.

After the results were collected on the treated group, additional comparison was made between Sections II and V. This was to see if unrealistic amounts of time were being used for items that did not carry a particularly high rank as far as importance. This, however, was not indicated because the groups were very close in the comparison of the two sections.

In addition to the treated and control groups, there was a third group of individuals who were involved in the evaluation. The administrators that employed the members of the treated group evaluated their performance in reference to other first-year teachers they had supervised. Seventy-three percent of the responses indicated that the participants of the program were more effective and the remaining twenty-seven percent of responses indicated equal effectiveness, with none of the administrators indicating that they felt the treated group to be less effective.

On hundred percent of the administrators interviewed felt that the program was advantageous to their new teachers and they felt it should be a requirement for all new teachers to receive similar training prior to entering the classroom. They also indicated some of the most common weaknesses found with new teachers in vocational education and made recommendations for program improvement.

As the data was being collected, there seemed to be an indication of differences of priorities between the administrators and teachers. It was decided to make an additional comparison and to include the three afore mentioned groups plus two teacher trainers and three members of the state staff of vocational-technical education. The results indicated that in some areas the priorities ranged very widely while in other areas the importance was very closely related by groups.

## Recommendations for Program Improvement

It should be noted that the interpretation of the data by this evaluator indicates that the New Teacher Training Program is the best approach that has been devised for giving new teachers an orientation to the classroom. Recommendations for the improvement are made with full support of the program and in no way are they to be interpreted as being detrimental.

From the interviews that were made in the collection of the data, these recommendations are made.

1. More involvement of local administrators in covering different procedures (purchasing, policies, chains of command, etc.)
2. Additional training in methods of instruction.
3. Additional time for student teaching.
4. More time devoted to practical application and less time on theoretical information.
5. Credit for course work in the summer program toward the required 16 vocational hours.

## Critique

During and after the collection of the data, some areas were noted which if revised could possibly improve the methodology of the study.

On Section I of the Instructor's Questionnaire, the availability of some of the items listed for teacher use should be taken into consideration in the collection of data. Lack of availability of some items may have been reflected in the data, hence Section I may not accurately show the teachers optimal utilization had all equipment been readily accessible.

On Sections II and V the areas listed are possibly too broad in scope. This may have caused individuals to give undesired emphasis to some of the areas.

On the Administrator's Questionnaire one problem may be a defensive approach to a negative response concerning individuals under the administrator's supervision.

APPENDIX A

A Proposal for a

VOCATIONAL AND TECHNICAL TEACHER TRAINING PROGRAM

## Introduction

When a new area vocational-technical school is opened in Oklahoma, a severe shortage of qualified vocational and technical teachers is made readily visible. In the past, it has been necessary to staff these programs with teachers whose preparation and experience has been in either business or industry and often they have gone into the classroom with no preparation for their new job as a vocational and technical teacher. The typical program in a new vocational-technical school is trade and industrial education oriented. The best sources of teachers for these programs are journeymen, machinists, carpenters, etc., recruited from industry. It is felt that these types of individuals are best equipped to know the kind of training that students who will be seeking employment in industry should have.

In order to give these new vocational and technical teachers some formalized training and preparation for their job as teachers, a micro teacher training program is proposed. This program is designed to provide these newly recruited vocational and technical teachers orientation to vocational and technical education in Oklahoma, some understanding of the philosophy of vocational education, information regarding federal and state laws influencing vocational education, introduction to teaching methodology, directed observation, experience in student teaching, etc. It is planned by the State Department of Vocational and Technical Education that they will monitor this program and study the success of

the teachers given this type of pre-teaching experience and compare them with a group of trade and industrial teachers who entered into the teaching experience without any formal teacher training.

## Techniques Used to Inform the Communities

The activities and objectives of the Instructor Training Project will be presented to the communities of the participating schools (i.e. see attached list) through all existing means of communication. The public will consist of students, parents, patrons of the school districts, and interested civic organizations in these participating school districts. The Great Plains Area Vocational-Technical District No. 9 as well as the Vocational-Technical Centers at Duncan, Clinton, and Fort Cobb have several regular publications that will be available to disseminate information relative to the project. These medias are the regularly published "School News," the "Superintendent's Newsletter," the "Weekly Bulletin," and other means of communicating with the patrons of the districts. Those who are responsible for the public relations for the schools will be advised to place emphasis on the project by preparing and issuing regularly scheduled news releases to all newspapers, industrial news media, radio stations, and television stations in the areas. A specially prepared presentation with slides and other audiovisual support will be given to civic groups, PTA's, and other service organizations.

## Recruitment

Trainees will be recruited from area vocational-technical centers in southwestern Oklahoma as well as from the comprehensive high schools

in this part of the State. There are three new area vocational-technical centers opening in September, 1971, as well as two existing centers which will have new teachers entering their programs. The area secondary schools will have instructors who are technically qualified but have not taught before and they can benefit from the project and will be actively recruited. Trainees will be informed about the objectives and purposes of the project through the four-week program. A follow-up on the project will be conducted during the 1971-72 school year. This information will be disseminated to the trainees periodically during this period.

## The Training Program

The proposed program will have as its objective the preparation of persons not currently qualified for teaching in the area vocational-technical schools and other public schools' vocational programs. The training program will consist of an intensive four-week period in which prospective teachers will be exposed to a broad spectrum of training procedures and ideas designed to prepare them for the following year's teaching program. In addition to this, special in-service training by the educational institution will be given during the teaching period immediately following the proposed summer training program. This schedule will allow each participant to acquire eight semester hours during the summer training period and two semester credit hours during the fall semester of teaching for a total of ten semester credit hours.

The institution offering the training will be Oklahoma State University through the School of Occupational and Adult Education in the College of Education. The teacher of record will be Dr. William Stevenson,

Associate Professor in the College of Education and Head of the Division of Research, Planning, and Evaluation of the State Department of Vocational and Technical Education. The method used in instruction will include extensive use of consultants of national reputation, visits to audiovisual and other types of resource centers, and student teaching in a program somewhat similar to that which will be experienced in the coming fall. The content of the course offered will be based upon the results of an evaluative study which will determine the major weaknesses and needs of teachers in the trade and industrial education area. The course and credit schedule will be as follows:

| Credit | Schedule |
|---|---|
| 4 hours | 4 weeks intensive training period |
| 2 hours | Individual preparation of lesson plans, audiovisual materials, and other teaching aids |
| 1 hour | Summer vocational and technical teachers' conference plus two days conference review and orientation |
| 1 hour | Follow-up of student teaching experiences (16 clock hours) |
| 2 hours | In-service on-the-job training by OSU staff |

The breakdown of the above schedule in more detail will be as follows:

Four-Week Program

First Week--Lawton--Orientation
- 1½ days on philosophy of local and area vocational-technical programs
- 1 day on orientation to teaching
- 2½ days on methods of instruction

Second Week--OSU
- 2 days on philosophy of vocational and technical education
- 3 days with consultants in concentrated teaching methods instruction

Third Week--OSU
2 days of directed field trips to audiovisual and curriculum centers
1 day using community resources
2 days observation and student teaching

Fourth Week--Oklahoma State Tech at Okmulgee
Student teaching experiences

The second two hours of credit given for lesson plans and audio-visual materials and other teaching resources will be given at the State Department of Vocational and Technical Education's Curriculum and Research Centers. New methods of preparation of instructional materials will be presented and new ideas relative to teaching procedures will be provided. Considerable time will be spent on individual work in preparation of lesson plans and in construction of other teaching resources material.

The one hour summer conference and the two days special orientation period will cover such items as policies and procedures by State Department personnel, orientation to resources available, acquaintance with personnel, etc.

The one hour's credit for follow-up of student teaching will immediately follow the student teaching period and will be conducted by personnel of Oklahoma State University who have long experience in analyzing student teaching experiences for basic comprehension of teaching concepts. The two hours' in-service training program will be covered by personnel of Oklahoma State University and the State Department of Vocational and Technical Education visiting in the classroom of the prepatory teacher to assist with problems encountered on the job.

## Relationship With Institution of Higher Education

The portion of the training program involving University personnel will be through Oklahoma State University. A contract will be drawn with the University to include such items as teacher expenses, tuition for students, and consultant fees. The University will supervise and conduct the training programs which are called for in this proposal. The fact that the director of the project is on the staff of both the State Department and the University will facilitate this type of arrangement.

All of the courses which will be offered to the trainees will be for credit with Oklahoma State University and will be applicable toward eventual certification. The student teaching section of the training will be carried on at Oklahoma State Tech at Okmulgee. This institution because of its trimester arrangement will be in full operation at this period of time and will provide an opportunity for teachers to observe and be involved in the types of instructional procedures which are most appropriate to their future work. Each of the apprentice teachers will be assigned to a master teacher and will be under the supervision of the Dean of Instruction at Oklahoma State Tech. The project director will represent Oklahoma State University in the overall activities during the apprentice teaching period and will assist with the follow-up discussion and orientation which will immediately follow the student teacher period.

## Interrelationship of Program Aspects

All of the parts of the training program, that is the academic college work, the student teaching, the involvement in production of teaching materials and related audiovisual materials, the summer conferences, and

observation field trips will all be directed toward increasing the competency of the individuals to perform satisfactorily in the classroom. Those involved in directing the program have years of experience in teaching vocational education classes and in the direction of teacher education programs.

## Utilization of Master Teachers and Consultants

Master teachers will be involved in this program in the following ways: (1) During the student teaching assignment at Oklahoma State Tech, each teacher will be assigned to a master teacher and will assist with and conduct classes under the direction of this teacher and (2) Many of the classes which will be conducted by the University will use as resource persons master teachers from the areas to be covered. Extensive use of video tape, reproductions of master teachers in the classroom will be used whenever appropriate. Consultants of recognized national reputations will be used to direct portions of the program in which they have particular expertise.

## Provisions for In-Service Education

Provisions will be made for in-service follow-up education during the early teaching period of the trainees. Personnel from Oklahoma State University and consultants from the program will be in close supervision and will hold organized meetings with the participants of the training workshop. These sessions will deal directly with the observation of the supervising teacher and the problems encountered by the beginning teachers. This will help teachers to analyze teaching situations and to better prepare themselves to handle difficult situations in the classroom.

## Relationship of Proposed Program to Other EPDA Activities

A number of EPDA programs are now in progress which will relate directly to such programs as the one described above. Administrators of vocational and technical programs are now participating in a year-long training experience which identifies the various areas of instruction needed for administrative personnel and provides for upgrading the competency of the area vocational-technical school administrators. This proposed project will provide for the training of teachers who may be involved with and working under the administrators trained in the related program.

## Dissemination of Information Regarding the Program

The public of the participating local education agencies will be kept informed of the progress of the project through various existing media of communication such as newspapers, radio, and television. Members of the Oklahoma Vocational Association and of the Area Vocational-Technical School Administrators Association will be advised of the intent of the program and the progress of the program and will be invited to visit this training program during the time it is in progress. Visitation is facilitated by the fact that the program will be conducted in the summer when the typical vocational and technical program is not in session.

A descriptive report of the program will be prepared and presented to the administrators of the Oklahoma State Department of Education, the Oklahoma State Department of Vocational and Technical Education, comprehensive high schools, area vocational-technical schools, community colleges, and technical institutes. The Public Information Officers of

the State Department of Vocational and Technical Education have agreed to participate in the development of news releases and the presentation of the final report on the program.

## Provisions for Evaluation

Extensive use of video tape equipment available through the State Department of Vocational and Technical Education will be used in evaluating the training program. Each teacher will have an opportunity to observe his own progress from the student teaching session to his early teaching efforts in the classroom and later on as experience is gained, progress can be gaged to determine the effectiveness of the training. Through this procedure, the Evaluation Unit of the Division of Research, Planning, and Evaluation will also be involved in the evaluation of the total program for which the training is responsible.

In addition to the type of evaluation outlined above, the following evaluative procedures will be used:

1. Interviews with the school administrators of the participating Vocational-Technical Districts who are employing the trainees.
2. Observation of the trainees in actual teaching situations (with coordination of the school administrators).
3. Interviews with the trainees themselves on a quarterly basis during the school year 1971-72.
4. Spot interviews with students who are enrolled in the departments where the trainees are instructing.

BUDGET DETAIL

ESTIMATED EXPENDITURES REQUESTED FOR APPROVAL IN
EPDA APPLICATION WHICH ARE DIRECTLY RELATED TO THE PROJECT

| | REQUESTED (1) | APPROVED (2) |
|---|---|---|
| 1. Administration and Clerical Services | $ 4,000.00 | |
| 2. Salaries of Master Teacher(s) | 1,560.00 | |
| 3. Consultant Services | 650.00 | |
| 4. Travel Expenses | 3,125.00 | |
| 5. Materials and Supplies (Exclude Equipment) | 450.00 | |
| 6. College Enrollment Fees of Trainees | 2,688.00 | |
| 7. Stipends of Teacher Trainees (academic semester @ $75 per wk.) | 9,000.00 | |
| 8. Stipends of Teacher Aide Trainees (academic semester not to exceed $50 per wk.) | NA | |
| 9. Contracted Services with College. (Salaries of instructors and other expenses as noted below) | | |
| The college and the LEA must enter into a contract, and the college must submit copies of claims and invoices or other documented evidence as a basis for earning funds from the LEA. | | |
| (a) Salary or Parts of Salaries of College Professors | 3,500.00 | |
| (b) Travel Expenses of College Professors | 420.00 | |
| (c) Administrative and Clerical Expenses of College | 1,200.00 | |
| 10. Other Expenses | 720.00 | |
| TOTAL AMOUNT | $27,313.00 | |

First Week--Lawton

SCHEDULE OF EVENTS FOR WORKSHOP

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 8:30 a.m. | Overview of Project Objectives of Program Project Director and Consultants | Adult Education in Vocational and Technical Education | Importance of the Instructor; Principles of Instruction | The Demonstration Use of the Black-Board and A/V Materials | Practical application by selected students; Applications (2) |
| 10:00 a.m. | Coffee Break | Coffee Break | Coffee Break | Coffee Break | Coffee Break |
| 10:30 a.m. | Overview of Project Objectives of Program Project Director and Consultants | Local School Policies | Presenting Oral Instruction | Evaluations, examinations, and critique; Questioning Techniques | Practical application; Student presentation; Applications (2) |
| 12 noon | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1:30 p.m. | Local Philosophy of Vocational and Technical Education | Local School Policies | Speech Techniques | Assignments and Preparation of Lesson Plans; Application | Practical application; Student presentation; Applications (2) |
| 3:00 p.m. | Coffee Break | Coffee Break | Coffee Break | Coffee Break | Coffee Break |
| 3:30 p.m. | Concept of the Area School | Local School Policies | Value of Instructor's Aids | Preparation of a Lesson Plan | Practical Application; Student demonstration; Applications (2) |
| 5:00 p.m. | Adjourn | Adjourn | Adjourn | Adjourn | Adjourn |

Second Week--O.S.U.

SCHEDULE OF EVENTS FOR WORKSHOP

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 8:30 a.m. | PHILOSOPHY OF VO-TECH EDUCATION<br>National Philosophy and Overview of Vocational and Technical Education; Consultants | (Continued from Monday Afternoon)<br>E. Instructional Systems | TEACHING METHODS--PROCEDURES<br>O.S.U. Professionals & Master Teachers<br>Organizing the Classroom | Organizing the Shop | Use of Instructual and Resource Materials |
| 10:00 a.m. | Coffee Break | Coffee Break | Coffee Break | Coffee Break | Coffee Break |
| 10:30 a.m. | Continue National Philosophy and Overview | F. Placement and Follow-Up<br>G. Evaluation | Relating Theory in Classroom to Practice in Shop | Handling Discipline Problems | Use of Instructual and Resource Materials |
| 12 noon | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1:30 p.m. | Philosophical Basis for Vocational and Technical Education<br>A. Basic Objectives and Goals<br>B. Basic Procedures and Policies | Current Policies<br>A. Federal and State Legislative Policies<br>B. State Dept. of Educ. Policies | Student-Teacher Interaction | Organizing Instructional Materials | Use of Instructual and Resource Materials |
| 3:00 p.m. | Coffee Break | Coffee Break | Coffee Break | Coffee Break | Coffee Break |
| 3:30 p.m. | C. Basic Outcome Expectations<br>D. Teacher-Pupil Relationships | C. State Dept. of Vo-Tech Educ. Policies<br>D. How Policy is Made and Revised<br>E. Policy Relating to Local Schools | Relating Shop Practice to Academic Studies | Organizing Instructional Materials | Use of Instructional and Resource Materials |

Third Week--O.S.U.

SCHEDULE OF EVENTS FOR WORKSHOP

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 8:30 a.m. | INSTRUCTIONAL MATERIALS PREPARATION AND USE<br>Field Trip to Curriculum and Instructional Materials Center | Demonstration of Use of Instrucational Materials | Relating Programs to Needs of Industry | Plans and Objectives of Student Teaching Experiences | Observation and Student Teaching |
| 10:00 a.m. | | Coffee Break | Coffee Break | Coffee Break | |
| 10:30 a.m. | | Continue Demonstration | Relating Programs to Needs of Industry Continued | Plans and Objectives of Students Teaching Experiences Continued | Observation and Student Teaching Continued |
| 12 Noon | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1:30 p.m. | Continue Field Trip | OSU and State Department Consultants | Community Relations in Vocational and Technical Education | Move to Okmulgee | Observation and Student Teaching Continued |
| 3:00 p.m. | | Coffee Break | Coffee Break | | |
| 3:30 p.m. | | OSU and State Department Consultants | Community Relations in Vocational and Technical Education Continued | | Observation and Student Teaching Continued |

Fourth Week--OSU Tech at Okmulgee

SCHEDULE OF EVENTS FOR WORKSHOP

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 8:30 a.m. | Observation and Student Teaching | Observation and Student Teaching | Observation and Student Teaching | Observation and Student Teaching | Observation and Student Teaching |
| 10:00 a.m. | | | | | |
| 10:30 a.m. | Observation and Student Teaching Continued | Observation and Student Teaching Continued | Observation and Student Teaching Continued | Observation and Student Teaching Continued | Observation and Student Teaching Continued |
| 12 Noon | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1:30 p.m. | Observation and Student Teaching Continued | Observation and Student Teaching Continued | Observation and Student Teaching Continued | Observation and Student Teaching Continued | Observation and Student Teaching Continued |
| 3:00 p.m. | | | | | |
| 3:30 p.m. | Observation and Student Teaching Continued | Observation and Student Teaching Continued | Observation and Student Teaching Continued | Observation and Student Teaching Continued | Observation and Student Teaching Continued |

APPENDIX B

# EVALUATION

# OF THE

# 1971

# VOCATIONAL AND TECHNICAL

# NEW TEACHER TRAINING PROGRAM

STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
DIVISION OF RESEARCH, PLANNING, AND EVALUATION
1515 WEST SIXTH AVENUE
STILLWATER, OKLAHOMA 74074

JULY, 1972

Instructor's Questionnaire

Several methods are currently being utilized in an effort to evaluate the effectiveness of the Vocational and Technical New Teacher Training Program held in the Summer of 1971. The following questionnaire is designed to assist in this evaluation.

Please DO NOT write your name or the name of the school on this form.

SECTION I.

In this section several different items and areas are mentioned. Respond to each statement by number of times in an average week that each area is used. If the item is executed at least one or more times each day, then the response would be 5.

Question - How many times each week did you:

| | | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. | use "mock-ups" in class demonstrations? | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. | use assignment sheets? | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. | use an overhead projector? | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. | use live projects in classroom demonstrations? | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. | use lesson plans? | ___ | ___ | ___ | ___ | ___ | ___ |
| 6. | use the chalkboard? | ___ | ___ | ___ | ___ | ___ | ___ |
| 7. | use a film projector? | ___ | ___ | ___ | ___ | ___ | ___ |
| 8. | use wall charts? | ___ | ___ | ___ | ___ | ___ | ___ |
| 9. | use job sheets? | ___ | ___ | ___ | ___ | ___ | ___ |
| 10. | use live projects? | ___ | ___ | ___ | ___ | ___ | ___ |
| 11. | use community resources? | ___ | ___ | ___ | ___ | ___ | ___ |
| 12. | use progress charts? | ___ | ___ | ___ | ___ | ___ | ___ |
| 13. | use information sheets? | ___ | ___ | ___ | ___ | ___ | ___ |
| 14. | evaluate student performance? | ___ | ___ | ___ | ___ | ___ | ___ |
| 15. | use operation sheets? | ___ | ___ | ___ | ___ | ___ | ___ |

SECTION II.

In this section the percentage of class time that is devoted to various activities will be covered. The time period will be for one (1) full year. You will need to estimate the amount of time that you devoted to each of the activities.

Question - What percentage of class time did you devote to:

1. student counseling? ____%
2. care of shop? ____%
3. record keeping? ____%
4. employment opportunities? ____%
5. safety training? ____%
6. leadership training? ____%
7. student control? ____%
8. preventative maintenance on equipment? ____%
9. student placement? ____%
10. trade instruction? ____%
11. field trips? ____%
12. personal appearance and grooming? ____%
13. practical application? ____%
14. production? ____%
15. student evaluation? ____%

SECTION III.

In this section you are asked to evaluate your performance in the following areas.

Rating System:

1. Poor - unsatisfactory.
2. Fair - needs much improvement.
3. Average - could possibly be improved.
4. Good - satisfactory.
5. Very Good - needs no improvement.

Question - How would you evaluate your performance in:

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1. | preparation for classroom activities? | ___ | ___ | ___ | ___ | ___ |
| 2. | security of equipment? | ___ | ___ | ___ | ___ | ___ |
| 3. | safety? | ___ | ___ | ___ | ___ | ___ |
| 4. | control of students? | ___ | ___ | ___ | ___ | ___ |
| 5. | participation in professional organizations? | ___ | ___ | ___ | ___ | ___ |
| 6. | following local school regulations? | ___ | ___ | ___ | ___ | ___ |
| 7. | care of shop? | ___ | ___ | ___ | ___ | ___ |
| 8. | class demonstrations? | ___ | ___ | ___ | ___ | ___ |
| 9. | preparation of lesson plans? | ___ | ___ | ___ | ___ | ___ |
| 10. | selection of audiovisual materials? | ___ | ___ | ___ | ___ | ___ |
| 11. | outlining course objectives? | ___ | ___ | ___ | ___ | ___ |
| 12. | outlining student objectives? | ___ | ___ | ___ | ___ | ___ |
| 13. | student placement? | ___ | ___ | ___ | ___ | ___ |
| 14. | individual student record keeping? | ___ | ___ | ___ | ___ | ___ |
| 15. | utilization of lesson plans? | ___ | ___ | ___ | ___ | ___ |
| 16. | teaching your technical field? | ___ | ___ | ___ | ___ | ___ |
| 17. | long-range planning? | ___ | ___ | ___ | ___ | ___ |
| 18. | short-range planning? | ___ | ___ | ___ | ___ | ___ |
| 19. | public relations? | ___ | ___ | ___ | ___ | ___ |
| 20. | preparation of teaching aids? | ___ | ___ | ___ | ___ | ___ |

SECTION IV.

In this section you will be asked to react to some statements that require a yes or no response.

Question - Did you:

| | | YES | NO |
|---|---|---|---|
| 1. | outline acceptable student conduct? | ____ | ____ |
| 2. | have an organized safety program? | ____ | ____ |
| 3. | keep an accurate equipment inventory? | ____ | ____ |
| 4. | use trade accepted standards with your students? | ____ | ____ |
| 5. | support and enforce school policies? | ____ | ____ |
| 6. | have a plan for each day's activity? | ____ | ____ |
| 7. | arrive in classroom prior to students? | ____ | ____ |
| 8. | prepare demonstrations prior to class time? | ____ | ____ |
| 9. | preview films prior to showing? | ____ | ____ |
| 10. | have well defined objectives for students? | ____ | ____ |
| 11. | have well defined course objectives? | ____ | ____ |
| 12. | good student control? | ____ | ____ |
| 13. | administer discipline fairly? | ____ | ____ |
| 14. | have a clean and orderly shop and classroom? | ____ | ____ |
| 15. | have tools well displayed? | ____ | ____ |
| 16. | use eye safety equipment? | ____ | ____ |
| 17. | have definite job assignments for the students? | ____ | ____ |
| 18. | have a shop inspection team? | ____ | ____ |
| 19. | have an advisory committee? | ____ | ____ |
| 20. | use community resources? | ____ | ____ |
| 21. | use "bluff tactics" on students? | ____ | ____ |
| 22. | have a punctual record keeping system? | ____ | ____ |
| 23. | analyze your trade area? | ____ | ____ |

24. establish standards for your program? _____ _____

25. use a progress chart? _____ _____

SECTION V.

Given that all of the following areas are important for a good vocational program, rank the items from 1 (being most important) to 15 (being least important).

| | | RANK |
|---|---|---|
| 1. | Student Evaluation | _____ |
| 2. | Production | _____ |
| 3. | Practical Application | _____ |
| 4. | Field Trips | _____ |
| 5. | Personal Appearance and Grooming | _____ |
| 6. | Trade Instruction | _____ |
| 7. | Student Placement | _____ |
| 8. | Preventative Maintenance on Equipment | _____ |
| 9. | Student Control | _____ |
| 10. | Leadership Training | _____ |
| 11. | Safety Training | _____ |
| 12. | Employment Opportunities | _____ |
| 13. | Record Keeping | _____ |
| 14. | Care of Shop | _____ |
| 15. | Student Counseling | _____ |

SECTION VI.

Were you a participant in the New Teacher Training Program?

_____ Yes _____ No

SECTION VII.

TO BE COMPLETED BY THE PARTICIPANTS OF THE PROGRAM ONLY

1. Did you have an active youth organization in connection with your program?

   _____ Yes _____ No

2. Was the subject content of the program relevant to your first year needs?

   _____ Yes _____ No

3. To what degree did the student teaching phase of the program help you?

   _____

   _____

4. What recommendations would you have for improvement of the program?

   _____

   _____

   _____

   _____

5. Comments: _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

APPENDIX C

# EVALUATION

# OF THE

# 1971

# VOCATIONAL AND TECHNICAL

# NEW TEACHER TRAINING PROGRAM

STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
DIVISION OF RESEARCH, PLANNING, AND EVALUATION
1515 WEST SIXTH AVENUE
STILLWATER, OKLAHOMA 74074

JULY, 1972

## Administrator's Questionnaire

Several methods are currently being utilized in an effort to evaluate the effectiveness of the Vocational and Technical New Teacher Training Program that was held in the Summer of 1971.

The following questionnaire is designed to assist in this evaluation. You, as a school administrator, are being asked to use your past and present experiences with first-year teachers to compare those instructors that were in the training program with first-year teachers that had not been exposed to this training program.

SECTION I.

Question: In the following areas was the instructor from the "New Teacher Training Program" (1, more effective; 2, equally effective; or 3, less effective) than a first-year teacher without the program.

Rating System
1 - More Effective
2 - Equally Effective
3 - Less Effective

| | | 1 | 2 | 3 |
|---|---|---|---|---|
| 1. | Preparation of lesson plans | ____ | ____ | ____ |
| 2. | Effective use of lesson plans | ____ | ____ | ____ |
| 3. | Use of job sheets | ____ | ____ | ____ |
| 4. | Assignment sheets | ____ | ____ | ____ |
| 5. | Information sheets | ____ | ____ | ____ |
| 6. | Live projects | ____ | ____ | ____ |
| 7. | Audiovisual materials | ____ | ____ | ____ |
| 8. | Record keeping | ____ | ____ | ____ |
| 9. | Student trade preparation | ____ | ____ | ____ |
| 10. | Student control | ____ | ____ | ____ |
| 11. | Public relations | ____ | ____ | ____ |
| 12. | Preventative maintenance | ____ | ____ | ____ |
| 13. | Care of shop | ____ | ____ | ____ |

| | | 1 | 2 | 3 |
|---|---|---|---|---|
| 14. | Grooming | ____ | ____ | ____ |
| 15. | Awareness of employment opportunities for students | ____ | ____ | ____ |
| 16. | Leadership training | ____ | ____ | ____ |
| 17. | Safety | ____ | ____ | ____ |
| 18. | Professional organizations | ____ | ____ | ____ |
| 19. | Following school regulations | ____ | ____ | ____ |
| 20. | Long-range planning | ____ | ____ | ____ |
| 21. | Care of equipment | ____ | ____ | ____ |
| 22. | Ability to work with others | ____ | ____ | ____ |
| 23. | Short-range plans | ____ | ____ | ____ |
| 24. | Student counseling | ____ | ____ | ____ |
| 25. | Student placement | ____ | ____ | ____ |

SECTION II.

1. Was the program advantageous to your instructors? ____ Yes ____ No

2. Should it be a requirement of all new teachers to attend a similar course prior to entering the classroom. ____ Yes ____ No

   (If YES, explain)_____

   _____

   _____

   _____

3. List some of the most common weaknesses found with new teachers in vocational and technical areas._____

   _____

   _____

4. Recommendations for program improvement:_____

   _____

   _____

SECTION III.

Given that all of the following areas are important for a good vocational program, rank the items from 1 (being most important) to 15 (being least important).

| | | RANK |
|---|---|---|
| 1. | Student Evaluation | _____ |
| 2. | Production | _____ |
| 3. | Practical Application | _____ |
| 4. | Field Trips | _____ |
| 5. | Personal Appearance and Grooming | _____ |
| 6. | Trade Instruction | _____ |
| 7. | Student Placement | _____ |
| 8. | Preventative Maintenance on Equipment | _____ |
| 9. | Student Control | _____ |
| 10. | Leadership Training | _____ |
| 11. | Safety Training | _____ |
| 12. | Employment Opportunities | _____ |
| 13. | Record Keeping | _____ |
| 14. | Care of Shop | _____ |
| 15. | Student Counseling | _____ |